DOCUMENT RESUME

ED 285 323 EC 200 260

AUTHOR Bull, Kay Sather; And Others
TITLE Teacher Education for Rural Elementary Educators: A Unified Curricular Model.
PUB DATE Oct 85
NOTE 30p.; Paper presented at the National Rural Teacher Education Conference (Bellingham, WA, October, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cognitive Development; Elementary Education; *Elementary School Teachers; Higher Education; *Interdisciplinary Approach; Models; *Preservice Teacher Education; *Rural Schools; *Special Education Teachers; Teacher Education Curriculum
IDENTIFIERS *Oklahoma State University

ABSTRACT

Oklahoma State University's proposed model for combining preservice education programs for elementary and special education (mildly handicapped) majors is based upon three levels of understanding: cognitive understanding, affective understanding, and actional understanding. Each level addresses the same six components: reflective teaching, learning to learn, curriculum content, communication and counseling, organizational and legal structures, and pedagogy. Initial implementation of the model focused on rearranging coursework, establishing observation and practical sites in rural settings, matching coursework to certification requirements, recruiting students, and developing integrative seminars. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED285323

Teacher Education for Rural Elementary Educators: A Unified Curricular Model

Kay Sather Bull
Michael M. Warner
Department of Applied Behavioral Studies
Helen N. Cheek
Department of Curriculum & Instruction
Oklahoma State University

Paper presented at the National Rural Teacher Education Conference, Western Washington University, Bellingham, WA., October, 1985.

Note: An extended written discussion of the issues presented in this paper can be obtained by writing to the authors at this address: 306 N. Murray; Oklahoma State University; Stillwater, OK 74078

EC 200 260

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kay S. Bull
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Abstract

The paper provides a presentation of a proposed model for combining preservice education for elementary and special education (mildly handicapped) majors. It discusses the rationale for such a combination; the philosophical framework in which the model is embedded (cognitive-field theory) and the beginning stages of its implementation under a federal, education of the handicapped personnel preparation grant.

The model is developed on three levels: (1) cognitive understanding, (2) affective, and (3) actional. Each level is composed of the same six parts which are the important tasks or contents to be experienced. These contents include (1) reflective teaching, (2) learning to learn, (3) curricular content, (4) communication and counseling, (5) organization and legal structures, and , (6) pedagogy.

Implementation of the model initially has focused on rearranging coursework, establishing observation and practica sites in rural settings, matching coursework to certification requirements, student recruitment, and developing integrative seminars. The integrative seminars serve to help students understand the curricular model and the relationships between its components. The paper details how these seminars will be conducted over the first two years of implementation.

Introduction

Historically there has been a shortage of qualified elementary teachers who have been trained to provide services for heterogeneous populations of children in rural settings. Since the implementation of PL 94-142 and the concomitant identification of numerous mildly handicapped students this shortage has been exacerbated.

In rural areas, teachers are needed who are resourceful and self-directed. They need to be capable of working with children with a wide range of special needs, in a setting which often provides little in the way of supportive services. Rural settings generally lack access to some or many support services which are assumed available by teacher educators in most university settings. We need therefore to develop teachers who can bridge the gap between the urban ideal and rural real.

The solution is two-fold, first, there needs to be a blurring of lines (at least in some states) between those who can serve the mildly handicapped, that is, a merging of the responsibilities of the regular and special educator. The logical point at which to induce this change is in the teacher education program. Second, a teacher education curriculum is needed which fosters the development of self-directed, resourceful teachers who will work in rural settings with a full range of children.

Development of this paper was partially supported by the Regular Education preservice (Dean's Grant) at O.S.U. No.ED-79-R-5 and by the Department of Education Education of the Handicapped Personnel Preparation grant No.ED-85-RI-17. The opinions expressed are those of the authors and are not necessarily endorced by the funding agencies or by Oklahoma State University.

This paper will examine the need for a different approach in dealing with children in a heterogeneous classroom, that is, a rationale for combining education for regular and special education. Also considered will be (a) the need for developing a consistant philosophical framework in which to ground curriculum; (b) teacher education curricula based in cognitive-field theory; (c) a model for a unified preservice curriculum and (d) the beginnings of its implementation at Oklahoma State University.

Rationale for Combining Regular and Special Education at the Elementary Level

Beginning teachers consistently express concern with the diversity they encounter among the students they teach (Hermanowicz, 1966; Veenman, 1984). In any classroom, there are substantial differences in the needs, interests, values, knowledge and characteristics of students. Students differ from one another in their levels of motivation, their amount of background knowledge, their degree of mastery of basic academic skills, their ability to work with abstract academic knowledge, the consistency which their parents support the goals of the classroom teacher and the school, the speed with which they process information, and so forth.

Among this diverse and heterogeneous group of students are those who might have received one or more of the following traditional labels:

-gifted (mildly, moderately, severly & profoundly gifted)

-behaviorally or emotionally disordered

-culturally or linguistically different

-learning disabled or communication (speech & language) disorder

-mildly retarded

-mildly hearing, vision, and/or motor impaired.

-average or normal

Currently, about ten percent of school age children are labeled handicapped and three-to-five percent are labeled gifted (in states which mandate programs for the Gifted and Talented). As a result of this diversity and the problems experienced by beginning teachers there have been numerous calls for modifications in the teacher education process. This has been the case in proposals focused on multicultural education, accomodation of exceptional children in the mainstream, and calls for extending preservice education beyond the baccalaureate degree (see Denemark and Nutter, 1980). Position statements which reflect the concern for diversity and the accommodation of individual differences have come from several professional organizations and groups, including the National Education Association (NEA) (1976), the Council for Exceptional Children (CEC) (1983), the National Council for Accreditation in Teacher Education (NCATE) (1979), and the American Association of Colleges of Teacher Education (AACTE) (1973; 1982).

With the passage of Public Law 94-142 it became clear that regular education teachers would be required to share in the responsibility of providing an individualized program for those children and youth who were designated as handicapped under the law. Among the several influential documents were published following passage of this law was one which proposed changes needed in teacher education, A Common Body of Practice for Teachers (Reynolds, et al., 1980). Noting that P.L. 94-142 called for the education of handicapped children to be individualized, Reynolds and his colleagues stated that, "Development and implementation of individually designed programs requires that the teacher have a broad knowledge and refined abilities to assess and treat the full range of

children's educational needs." (p. 7)

If the Reynold's et al. (1980) proposal is to be followed, then one logical approach to implementation, is to provide elementary teachers with some of the tools provided to teachers of the gifted and the mildly handicapped. There are several arguments for this approach (Stainback & Stainback, 1984): (1) Most contemporary systems of educational thought (e.g., behaviorism, cognitive-field theory, humanism) provide no basis for distinguishing between the categories "special" and "regular" if these categories imply differences in kind between persons in each category. (2) Since there are, in theory, no qualitative differences between special and regular learners, there is no support in pedagogical theory for providing separate educational experiences for special and regular education teachers. However, most contemporary systems of educational thought do make provisions for and do acknowledge the existence of individual differences. (3) The actual curriculum and teaching techniques used in special and regular education, apart from the ecology of classrooms, are similar. (4) Providing appropriate educational experiences for special needs learners depends less on the existence of two types of teacher, special and regular, and more on the existence of cooperative efforts between teachers with relatively more or less knowledge and experience (both general and specialized). If a single preservice program existed, then most preservice special education teacher preparation, as we know it today, would not exist. All forms of specialization would be restricted to a post-preservice level, ideally initiated after some reasonable amount of public school experience. (5) In such a program all teachers would share the responsibility with other teachers for assisting special needs students to

learn. As it is now, the existence of separate preservice programs sends a message to the prospective teacher, via the hidden (or implicit) curriculum, that he or she is responsible for a limited segment of the public school population. (6) Since all teachers who exit a preservice program would be considered qualified to work with the mildly handicapped and mildly gifted (with the provision of sufficient support), greater flexibility would be provided to administrators in the assignment of teachers to classes. This is an especially important consideration for rural-based teacher education institutions. (7) The process of developing a single preservice program may lead to a productive dialogue between those teacher educators who identify themselves as either in special or regular education. The issues raised in the attempt to develop and evaluate such a program may lead to more comprehensive and complete understandings of the nature of the teacher education enterprise.

In this paper we will make the case that teachers should be educated so that they can move in the direction of accommodating individual differences among school children. Several implications can be drawn regarding the type of education that is required if teachers are to be so educated: (1) Teachers must be exposed to the different systems of thought and the different conceptualizations of individualization within each system. (2) Teachers must understand the difficult value issues and conflicts that influence personal and institutional responses to individualization. (3) Teachers must acquire the intellectual tools needed to evaluate the different thought systems and their own stance with respect to those systems. (4) Teachers must come to terms with their role as change agents in the schools.

Need for a Philosophical Framework

Combs (1965) asserts that what we teach and the way in which we teach it depends on our beliefs about what people are like. In the same manner, the goals we seek, the kinds of things that we do with others, the judgments we make, and even the kinds of experiments we are willing to try are determined by our beliefs regarding people, society, and the world. When we organize some subset of our beliefs into a set of warrantable assertations, for which supporting evidence (both rational and empirical) can be provided, we have formed a theory (Morris & Pai, 1976). For example, we may have a theory about the role of the school in transmitting culture, a theory about the nature of the learning process, a theory of motivation, and a theory regarding the way or ways in which we evaluate learning. Our theories (as organized sets of beliefs, open to critical inspection) and our practices in educational settings interact with each other. That is, we check and criticize our theories in practice, and, whats more, we check and criticize our practices on the basis of theory.

Educational theories should serve as a guide to practical action, especially when a problem arises for which no immediate solution is available. A common difficulty that occurs in this context, however, is the reliance on two or more theories that are incompatible with one another. There is a tendency among educators to be eclectic, that is, to pick and choose various theories and procedures without sufficient consideration as to whether these theories and procedures are mutually compatible. Bigge and Hunt (1980) describe the phenomenon as follows:

> Eclectics who are extremely astute in identifying their deepest assumptions may very easily — and with good intentions — select

> from differing schools of thought ideas that on superficial examination seem very attractive. But suppose, when examined in the light of their primary assumptions, these ideas are contradictory. This is a risk that eclectics take, and they often fall into the trap of building a new point of view out of incompatible elements. What emerges is a position that may at first glance look logical, but on more careful scrutiny is a hodgepodge of contradictory and mutually exclusive components. (p. 6)

Such eclecticism, when it influences the practice of classroom teachers, may result in one or more of the following practices: Teachers may use one method while verbalizing another. The teacher's goals may be poorly conceived, resulting in the assignment of aimless busywork for students. Teachers may speak of the importance of self-fulfillment and then force their students to adhere to a tightly prescribed curriculum (Shermis, 1967).

There are a number of reasons or arguments for the adoption of a philosophical base in the development of teacher education programs: (1) One's beliefs and attitudes are made explicit. In this way, others can compare and contrast their own attitudes and values and consider the implications which evolve from this consideration of value differences.(2) Specific theories which are part of a system of thought allow us to consider theory in light of practice, and vice versa. We often incorrectly proceed as if we can evaluate educational practices independently from the theoretical framework in which they are embedded.(3) Consistency of application of values, rules, procedures of teaching is possible only where the theoretical system is clearly defined.(4) A system of thought or

philosophy provides us with direction when we attempt to solve a problem at hand and when the things that we routinely tried have not worked.

At the present time, practices in the field of education are grounded in several mutually incompatible systems of thought. There is no meta-system or paradigm to which all educators adhere. Of the various philosophies which are available we have adopted a cognitive-field approach to teacher education. This philosophy is, we believe, the most flexible and best adopted to dealing with heterogenous rural populations.

We seek to ground the present proposal in the framework of cognitive-field theory. For two reasons: First, we are trying to elevate the discussion of reform of teacher education to a consideration of the most fundamental issues associated with education and its meaning and purposes. It is our conviction that only by addressing the most fundamental issues can we achieve consistency of thought as well as meaningful reform. Firm theoretical grounding of our proposal will help accomplish this. Second, we believe that the cognitive-field perspective offers meaningful solutions to some of the problems associated with accommodating heterogeneity in the classroom.

In the discussion that follows we first describe the basic ideas of the cognitive-field system. Then we try to show how the problem of individual differences is addressed in a rural public school environment using the cognitive-field framework. Finally, we discuss the implications of cognitive-field theory for teacher education programs.

The General Nature of Cognitive-Field Theory

Cognitive-field theory is an emergent synthesis of the ideas of several writers, foremost among whom are John Dewey and the

psychologist, Kurt Lewin. It is a system of educational thought. That is, like other such systems, it is a coherent combination of educational philosophy, theories (including psychological theory), and recommendations for educational practice. The cognitive-field perspective is not widely represented among special educators. Adelman (Adelman, in press; Adelman and Taylor, 1983) has made a strong case of viewing the education of learning disabled students from within the cognitive-field perspective. Among other writers, we have drawn on the work of Gideonse, 1983; Kolb, 1984; Sarason, Davidson, Blatt, 1962; Schaefer, 1967; and Zeichner, 1982.

In the cognitive-field framework, education is viewed as a process whereby students become better able to adaptively respond to their environment as well as more effectively meet their own needs and goals. The environment (including the teacher who represents the interests of society) and the student (pursuing personal goals) interact, and the outcomes of education are a result of this interaction. Such outcomes are not determined solely by the structure of the environment nor by the intentions of the student. Because of this, teaching is viewed as primarily a process of negotiation (both explicit and implicit) between the student and teacher. Control of the processes and content of the curriculum are viewed as shared by the student and teacher, and therefore subject to meaningful input by the student. The outcome of learning is purposely acquired exploratory understandings, insights, principles, generalizations, etc., as well as an expanded capacity on the part of the student for further cognitive/affective growth. The teacher is conceived of as primarily a facilitator and guide in the learning process. Finally, what is learned in the classroom is viewed as contextual and tentative.

Individualization from the Cognitive-Field Perspective

The public school classroom is designed to accommodate individual differences by means of the following principles and processes: (1) An initial crucial step on the part of the teacher is the establishment of trust between the teacher and the learner. (2) Instruction is heavily based on learner interests. A wide array of options (in the content and processes of learning) are presented to the learner. (3) Active decision-making on the part of the student is encouraged in order to increase the student's sense of control and personal responsibility (see motivational theorists such as deCharms, 1976; Stipek, 1982; and White, 1959). (4) Discovery and inductive approaches to learning are in common use and education begins from the experiences and current understanding of children (see Kolb, 1984). Didactic forms of instruction, or even the use of such behavioral techniques as self-control training are not ruled out, so long as the student is motivated and agrees to participate in the procedure. (5) Whereas the student has some control, he or she does not have complete control. Rather the processes and content of the classroom are negotiated. (6) There is often a conscious and deliberate attempt on the part of the teacher to involve the students in group activities toward the goal of helping students learn to respect and appreciate human diversity and learn to cooperate democratically in the context of that diversity (e.g., see Johnson and Johnson's (1978) discussion of cooperative goal structures).

Implications for Teacher Education

The concepts of inquiry and reflection take on importance within the cognitive-field perspective. A large number of educators have argued in favor of inquiry-oriented teacher education programs. From an inquiry

perspective, technical skill and content knowledge on the part of the teacher are important, but only in relation to the larger ends or purposes of education. Usually, inquiry-oriented educators conceive of these ends as being both individual and socio-political. That is, in addition to promoting the capacity of the teacher to be both problem finder and a problem solver, there is an explicit goal relating to the capacity of individual teachers to participate in the creation and renewal of democratic (participatory) social institutions. With respect to teacher education, this means that efforts are made to assist future teachers to be able to participate responsibly in the process of changing schools, as well as updating and expanding their own teaching practices in the schools. In order for this to be possible, teachers have to be able to critically evaluate both their own practice as well as the practices of others. According to Zeichner (1982), the inquiring teacher (as well as other citizens of a democracy) plays an important role in "determining which educational goals, educational experiences and institutional arrangements lead toward forms of life that are mediated by justice, equality and concrete happiness.... Existing practices within both the schools and the university are scrutinized for their contributions to these ends" (p. 12). A teacher's education should be so conceived that it allows for the development of intellectual/affective tools with which teachers can make responsible decisions, as well as model appropriate inquiry skills for future generations of citizens. The ability to be reflective in this sense is fundamental to our notion of what professional development (not necessary limited to the preservice level) should be about.

In the cognitive-field framework, the relationship between theory and practice (clinical experience) is highlighted. Dewey (1964) calls for

providing teachers with practical (clinical) experiences in the service of helping them become "thoughtful and alert students of education" (p. 320). Thus, in large measure, teacher education should derive from questions and problems raised by teachers themselves in the act of teaching.

A Model for a Unified Preservice Curriculum

Our model is composed of six broad aims for program emphases within the curriculum: Learning to Learn; Reflective Teaching; Curriculum Content; Pedagogy; Organizational and Legal Structures; and Communications and Counseling. Representative content and processes are indicated for each of the broad aims which, in turn, are further divided into three "levels": Cognitive Understanding, Affective, and Actional. In developing this model we have deliberately tried to avoid the trap of conceptualizing the curriculum as merely a set of courses which result in the acquisition of specific and isolated skills. The entire model is represented in Figure 1. The model as presented is for a preservice program designed to provide a foundation for lifelong learning (such learning being intrinsic to the cognitive-field perspective). We suspect, based on the model, that professional educators' conceptions of what constitutes legitimate forms of knowledge will change rapidly during the next few years, if learning becomes a more participatory enterprise. Teaching and schooling are extremely culture-bound, and it is unlikely that most of us can extricate ourselves from the culture in order to perceive some imagined "objective" insight into what constitutes good teaching. Therefore, those who are involved should help to create the process that they are involved in. In a participatory environment, professional educators can not lay claim to total control of pedagogy; parents, the

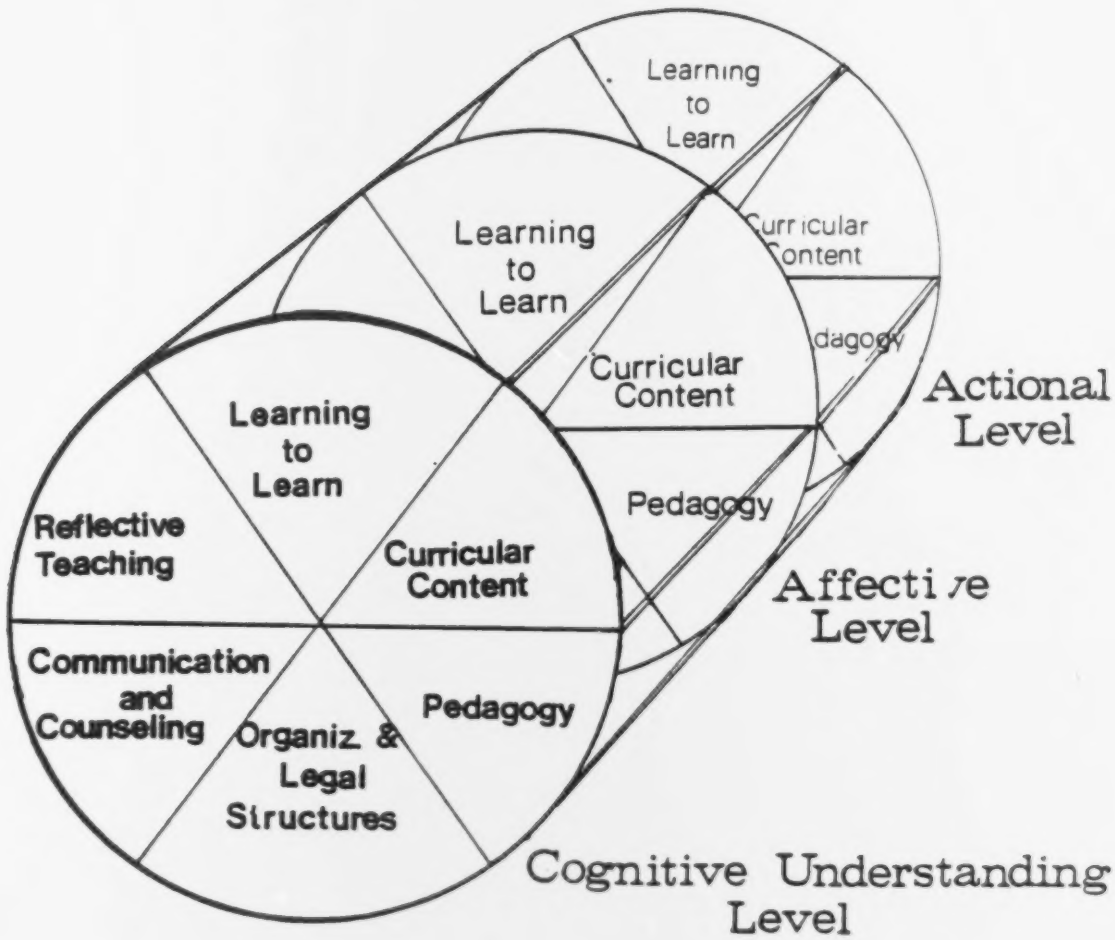
Learning
to
Learn
Curricular
Content
Pedagogy
Actional
Level
Learning
to
Learn
Curricular
Content
Pedagogy
Affecti ve
Level
Learning
to
Learn
Reflective
Teaching
Curricular
Content
Communication
and
Counseling
Organiz. &
Legal
Structures
Pedagogy
Cognitive Understanding
Level

Figure 1

community, and children are involved and participate in defining what happens and who does what to whom.

Overview of the Curriculum

The curriculum is presented at three levels.

(1) The Cognitive Understanding level deals with knowledge which is learned and which will be taught. Such knowledge should not be limited to the lowest levels of Bloom's taxonomy. Teachers will examine this knowledge and gain "insight" into content represented by each of the broad aims.

(2) The Affective level represents a teacher's attitudes, values, feelings, and commitments which will affect both the character of their knowledge, as well as their practices (at the Actional level).

(3) The Actional or "doing" level is included in recognition of the fact that critical to preservice teacher education are those experiences which allow teachers-to-be to "try out" the content presented at the Cognitive Understanding level, and to receive constructive feedback on their performance.

We turn now to a discussion of each of the six broad program emphases within the unified curriculum. For the sake of brevity we focus primarily (although not exclusively) on providing representative examples of content and process at the Cognitive Understanding level.

Learning To Learn. The basic rationale for including a component such as this is that (a) only part of professional growth and acquisition of content can take place at the preservice level, (b) in a classroom, the range of student interests and knowledge may reach beyond the current grasp of the teacher, (c) what we consider to be knowledge in the late twentieth

century is in process of constant revision and expansion, and (d) equipped with learning to learn skills, teachers can model these skills for school children.

Reflective Teaching. At the Cognitive Understanding level, teachers who operate reflectively are able to: (a) be self-reflective (observe, analyze, and criticize their own practice), (b) understand the "movement of feeling and thought" within the child (e.g., conduct and interpret a clinical math interview), (c) relate theory to practice, and (d) understand that current school practices are embedded in a particular historical and social context.

Curriculum Content. Buchmann (1983) has made the point that "content knowledge", as this area of the preservice curriculum is often called, is an undervalued concept in the teacher education literature. She notes the intimate relationship between the possession of content knowledge by the teacher and reflective teaching. It is difficult to think well in a given area if one has insufficient information on which to base one's thinking.

The projection that teachers who exit a unified regular/special education preservice program will be responsible for working with a heterogeneous group of students should not imply that these teachers need less knowledge of curricular content than a traditional teacher. On the contrary, non-standard approaches for students having problems require great understanding of content to manipulate it effectively and to make sure that false information is not communicated (consultant help will be of some assistance here). Content knowledge will also be important to the

teacher who tries to facilitate the learning of the most academically (and otherwise) talented students in the classroom for much the same reasons.

Pedagogy. Pedagogy includes the following: On the Cognitive Understanding level, pedagogical knowledge included: (a) General principles of and techniques for promoting learning and motivation, (b) specific knowledge related to how children of different developmental levels learn specific kinds of content as well as general knowledge and appreciate of models which sequence, tree, and spiral curricula, (c) specific teaching techniques (including knowledge of how to adapt and modify materials for learners with special needs), and (d) the management of classrooms.

Organizational and Legal Structures. Under this fifth emphasis within the curriculum we include, at the Cognitive Understanding level, the teacher's knowledge of such things as professional ethics and roles, the communication flow in the school bureaucracy, and laws which govern current school practices. On the Affective level, teachers are assisted in identifying the feelings that may arise as a result of conflicts between their personal and professional goals and the imperatives of legal/bureaucratic structures. On the Actional level teachers would participate in real and simulated meetings of school staff and administrators.

Communication and Counseling. The sixth and final emphasis in a unified curriculum is that of communication and counseling. Of all of the six broad aims, this one is probably the most underrepresented in current teacher education programs. The kinds of content included under the communication/counseling heading represent a redefinition and expansion

of the traditional role of the teacher.

Implementation at O.S.U.

At present we are in the first year of implementation of this model at Oklahoma State University. This pilot program is partially funded by a U.S. Department of Education; Education of the Handicapped Personnel Preparation Grant. Fifteen students are funded under the grant and three other students have agreed to participate without stipends. All of these students were recruited from rural areas, many are older (mean age = 29), and several have returned after having interrupted their educational careers. Students enter the program at the start of the junior year and are in the grant-sponsored program for 3 years. One interesting recruitment method was the use of the Oklahoma Rural News for Electrical Cooperatives. Details of the recruitment procedure can be found in Warner & Cheek (1985 a & b).

There have been long rounds of meetings between departments, certification personnel, SEA personnel and several of us who will be involved with teaching various aspects of the program. The curriculum has been firmly establish (reported in Warner & Cheek, 1985) and students will complete the program with certification in elementary education, mental retardation and learning disabilities.

The interesting or novel aspect of the implementation process is the way in which the new framework or model will be developed. Initially the focus will be upon reflective teaching communication/counseling and mathemagenic (learning to learn) skills as these skills relate to student field experiences. These will be presented in a seminar which will meet bi-weekly during each semester. (The rationale for focusing on these two

areas is that existing coursework adequately or partially prepares students in the other four areas.)

Integrative Seminars

Different emphases and levels within the unified curriculum are highly interrelated. There is a need for activities which assist teachers to appreciate these relationships. Integration of learning should take place across content areas (e.g., between reflective teaching and curriculum content), and between theory and practice.

Based on a proposal made by Neuberger (1984), we have implemented "integrative seminars" as a vehicle for promoting holistic thinking and understanding on the part of the teacher. Under the supervision of faculty members in the College of Education these seminars meet bi-weekly to facilitate discussion of the relationships between academic and experimential learning and students personal and professional goals. Participation in such seminars begins as soon as the student has indicated that he or she is interested in becoming a teacher (i.e., for some as freshmen, for others, later in their academic careers). Participation continues throughout the preservice program. Participation is required, but is graded only on a pass/fail basis. Unlike the integrative seminars during later semesters in a student's program, the Fall seminar for first year students does not meet in association with another course. The seminar will begin with one or two sessions which emphasize development of good group dynamics. Students become acquainted with one another's backgrounds and each student is encouraged to feel comfortable in making contributions to group discussions.

Fall Integrative Seminar - Year 1. The Fall seminar will also introduce these new students to the two central themes of the integrative seminars: (a) the nature and responsibilities of special and elementary education teachers in rural schools, and (b) the unified curricular model which serves as the basis of their program. With respect to the unified curricular model, three components of that model are particularly emphasized during the integrative seminars: reflective teaching, learning to learn, and the communication/counseling component. In order to promote greater awareness and understanding of the nature of teaching in rural schools, three outside guests with experience in rural Oklahoma schools will be invited to the seminars, each on a different occasion. These guests will include a special education teacher, an elementary education teacher, and another Oklahoma State faculty member who recently spent a one-year sabbatical teaching children of poverty in a rural elementary school. These teachers will be selected as exemplary models with respect to their attitudes and teaching practices.

Spring Integrative Seminar - First Year Students. The Spring integrative seminar will be tied to a two hour observation/participation class which will include direct experiences in regular elementary school classrooms in rural schools. While re-emphasizing themes that were introduced during the fall, the main emphasis of the Spring seminar will be reflection on the experiences students have in the school settings. Students will be given assignments to be completed while in the school. An assignment might consist, for example, of the requirement to systematically observe how the teacher they are observing deals with discipline problems when these arise. During a subsequent formal meeting

of the seminar, students will be asked to share and compare the results of their observations after several different students have observed the same teacher.

Fall Integrative Seminar - Second Year Students. The fall seminar for students who are beginning their second year in the grant-sponsored program will be associated with a two hour observation/participation class which includes direct experiences with mentally retarded students in rural schools. The emphasis in the seminar will be similar to that of the spring seminar for first year students, except that the focus will shift to special education settings. Discussions during this seminar will focus on the comparison between regular and special education settings, the differing demands of the two types of settings, and so on.

Spring Integrative Seminar - Second Year Students. For students who are in the second year of their program, the spring semester will be their student teaching semester. During this semester, which lasts sixteen weeks, their schedule will be as follows: they will spend the first week of the semester in the integrative seminar class. During this time they will be instructed as to the purposes and goals of the student teaching experience and they will be given specific tasks to accomplish during the subsequent six weeks. The students will then spend six weeks in rural regular elementary school classroom as a student teacher. This experience will be followed by two weeks of on-campus meetings as part of the integrative seminar, during which students will share their experiences and discuss the types of problems that they encountered and possible solutions to those problems. The students will then spend six weeks as student teachers in rural elementary school classrooms for mentally retarded students. The

final week of the semester will be spent on campus in the seminar, reflecting on this experience and comparing it to the regular classroom experience.

Through out the integrative seminars the students will be exposed to the co-leaders who will model and reinforce reflective thinking, learning to learn skills, and communication/counseling skills. Some of the more interesting components of the seminars, from an innovative standpoint, are as follows.

Modeling Reflective Behavior. The co-leaders of the seminar will share their reflections on events that take place during observations, and student teaching, with the seminar participants. At each meeting one of the co-leaders will break the ice by reflecting on an event of the week. Care will be taken to show the students different perspectives from which the event can be viewed. A perspectives analysis and the provision of numerous examples will, it is hoped, improve the student's ability to self-reflect. It also will provide a convenient format for the students to adopt when they are presenting their own reflections as part of the seminar.

Teaching Philosophical Analysis. An integral part of reflection and perspective analysis is the use of philosophical analysis to determine "where somewhere else is coming from." Using materials developed by Bull (1984) students will examine events and example processes and identify the educational philosophies of the main actors. Understanding of the philosophical positions of the actors will increase the student's ability to reflect. It will also improve the kinds of reflections made. Philosophical analysis, legal analysis, socio/political analysis, ecological analysis and personalized analysis are among some of the reflective analysis skills which

will be shared and developed among the participants by the integrative seminars.

Reflective Evaluation. To promote and to model concepts of reflective thinking the leaders of the integrative seminars will use reflective evaluation methods to critique the ways in which students express their reflective thinking. The reflective evaluation will take the form, proposed by Jones (1980, 1981), of letters of reflection which will be provided to students (a) as critical incidents are discovered and (b) at the end of the grading period when used in a summative manner.

To improve their abilities the students will be asked to write two reflective evaluations of the seminar each semester. This will include reflections on the seminar leaders and participants as well as their classmates. These will be kept confidential and their content will not be used for grading purposes. Students will also be asked to keep a reflective thinking log in which they will briefly describe events of the day as they reflect upon them. The log will be used as the basis for a reflective evaluative summary of their experiences with children as they happen in observation and student teaching this summary will be developed and completed at the end of each semester.

Learning to Learn. Mathemagenic behavior is predicated on being exposed to learning tool skills. Many tool skills will be presented as part of the seminars and as part of other required classes. Skills taught will include, but not be limited to, (1) Information acquisition skills, e.g., how to use (a) ERIC; (b) The Education Digest; (c) Psychological Abstracts and how to read (d) Journal articles; (e) Textbooks; (f) Technical Reports; (2) Information evaluation skill, e.g., logical fallacies, inappropriate statistics

(at a very rudimentary level), opinioning as fact; (3) Image manipulation, e.g., imagery, visualization, imagination, guided fantasy; (4) Thinking skills, e.g., inductive, deductive, abductive logic, scientific logic, general semantics; (5) Creative thinking skills, including, morphological analysis, homospatical thinking, Janisian thinking, bionics, synectics, brainstorming; (6) Futuristics and so forth.

Summary

This year we are taking the first step in implementary a new model for elementary teacher education. We have selected students who purport to want to work in rural settings. We will develop in these students the abilities to work with a wide range of student abilities from gifted to the mildly handicapped. This we are fairly sure that we can do taking bits and pieces from existing programs. We will try to develop in these students problem-solving and thinking skills which will allow them to go beyond their peers through the new curricular focus in the integrative seminars. Next year we hope to be back to tell you how the project is going. The proof of the pudding however will not come until the students are in the field when we can see if they stay and if they survive.

References

AACTE. (1973). No one model American. Journal of Teacher Education, 24, 264-265.

AACTE. (1982). The preparation of education professionals for educating exceptional students: A resource for responding to the NCATE special education standards. Washington, D. C. (ERIC Document Reproduction Service No. ED 223555).

Adelman, H. S. (in press). Unlucky learners. In Opening Many Doors, Vol. 4.

Adelman, H. S., & Taylor, L. (1983). Learning disabilities in perspectives. Glenview, IL: Scott Foresman.

Bigge, M. L. & Hunt, M. P. (1980). Psychological foundations of education. (3rd ed.). New York: Harper & Row.

Buchmann, M. (1983). The priority of knowledge and understanding in teaching. (Occasional paper No. 61). East Lansing, MI: Michigan State University. Institute for Research on Teaching. (ERIC Document Reproduction Service No. ED 237503).

C.E.C. (1983). Policy Statement From the Board of Directors.

Combs, A. W. (1965). The professional education of teachers. Boston: Allyn & Bacon.

DeCharms, R. (1976). Enhancing motivation. New York: Irvington.

Dewey, J. (1964). The relation of theory to practice in education. In R. D. Archambault (Ed.). John Dewey on Education: Selected Writings (p. 313-338). New York: Random House.

Denemark, G. & Nutter, N. (1980). The case for extended programs of initial teacher preparation. University of Kentucky. (ERIC Clearinghouse on Teacher Education #SP015395).

Gideonse, H. D. (1983). In search of more effective service. New York: Rosenthal.

Hermanowicz, H. J. (1966). The pluralistic world of the beginning teacher. In The real world of the beginning teacher. Report of the 19th Annual TEPS conference. Washington, D. C.: National Education Association.

Jones, R. M. (1980). Letters of Reflection (pp. 1-14). In J. F. Noonan (Ed). Learning About Teaching. New Directions for Teaching and Learning, Number 4, San Francisco: Jossey-Bass.

Jones, R. M. (1981). Experiment at Evergreen, Cambridge, MA: Schenkman.

Johnson, D. W. & Johnson, R. T. (1978). Cooperative, competitive, and individualistic learning. Journal of Research and Development in Education, 12(1), 3-15.

Kolb, D. A. (1984). Experimental learning. New Jersey: Prentice-Hall, Inc.

Morris, V. C. & Pai, Y. (1976). Philosophy and the American School. (2nd Ed.). Boston: Houghton, Mifflin.

N.E.A. (1976). Understanding multicultural equality-beyond uniculturalism. Washington, D. C.: National Education Association.

NCATE. (1979). Standards for the accreditation of teacher education. Washington, D. C.: National Council for Accreditation of Teacher Education. (p. 3-19).

Neuberger, G. C. (1984). A plan for an extended elementary education teacher education program at Oklahoma State University. (unpublished manuscript).

Reynolds, M. C., Birch, J. W., Grohs, D., Howsom, R., & Morsink, C. (1980). A Common body of practice for teachers: The challenge of Public Law 94-142 to teacher education. Washington, D. C.: American Association of Colleges for Teacher Education.

Sarason, S. B., Davidson, D. S., & Blatt, B. (1962). The preparation of teachers. New York: John Wiley.

Schaefer, R. J. (1967). The school as a center of inquiry. New York: Harper & Row.

Shermis, S. S. (1967). Philosophical Foundations of Education. New York: American Book.

Stainback, W. & Stainback, S. (1984). A Rationale For the Merger of Special & Regular Education. Exceptional Children, 51, 102-111.

Stipek, D. J. (1982). Motivating students to learn: A lifelong perspective. Washington, D. C.: National Commission on Excellence in Education (ERIC Document Reproduction Service No. 227111).

Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54, 143-178.

Warner, M. M. & Cheek, H. N. (1984). Educating teachers for Heterogeneous classrooms: Toward a unified preservice teacher education curriculum at Oklahoma State University. Paper presented at O.S.U. Dean's Grant conference Stillwater, OK August, 1984.

Warner, M. M. & Cheek, H. N. (1985a). Preparing teachers to serve mildly handicapped students in Rural School Districts: A unified regular-special education preservice curricular. Grant proposal submitted to Department of Education, Special Education Programs.

Warner, M. M. & Cheek, H. N. (1985b). Preparing teachers to serve mildly handicapped students in rural school districts: A unified regular-special education preservice curricular. Grant proposal submitted to Department of Education, Special Education programs. "Continuation Proposal."

White, R. (1959). Motivation reconsidered: The concept of competence. Psychological Review, 66, 297-333.

Zeichner, K. M. (1982). Activating teacher energy through "inquiry-oriented" teacher education. Paper presented at the Annual Meeting of the Association of Teacher Educators, Phoenix, Arizona, February, 1982. (ERIC Document Reproduction Service No. ED 215986).